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ABSTRACT

Designed to improve student achievement in the English language arts by engaging students in literacy standards, this draft document presents content standards and benchmarks that will help prepare North Dakota students for new complexities of work and social life. The document begins with a preface, a list of basic assumptions, and definitions of terms. Mainly the document describes each of the six standards (including organizing information effectively, actively engaging in the reading process, comprehending literature, engaging in the writing process, and understanding and applying principles of language use), with lists of accompanying benchmarks at grades 4, 8, and 12. Examples of performance activities that support the standard and benchmarks are included in the document. The document then presents a summary of the standards and benchmarks; a list of North Dakota English Language Arts Committee members; a brief history of the project; a list of seven ways in which the document might be used; recommendations for other committees undertaking the writing of standards and benchmarks; and a list of graduation outcomes recommended by the Council on Performance Standards and Assessment. A 28-item selected list of works consulted are attached. (RS)

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ED 375 435

North Dakota English Language Arts Curriculum Frameworks

Standards and Benchmarks

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North Dakota Department of Public Instruction
Dr. Wayne G. Sanstead, Superintendent
Bismarck, North Dakota

1994

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Preface

The North Dakota Project for the Improvement of English Education is a three-year project funded by a grant from the U.S. Department of Education. The project's goal is to improve student achievement in the English Language Arts by engaging students in literacy standards. The components of the project include development of content standards and benchmarks; a staff development model; and development and dissemination of model guidelines for teacher education programs and teacher certification/recertification standards. This document — the result of project year one — concerns itself with only the content standards and benchmarks for the English Language Arts.

The Curriculum Frameworks Writing Committee is composed of elementary, middle, and secondary teachers, including Native American and Chapter 1 teachers, and administrators. Representing urban/rural, large/small, public/nonpublic, and majority/minority schools, the committee spent many hours gaining background knowledge, engaging in conversations, and building consensus in order to come to some agreement as to what students should know and be able to do in the English Language Arts. They consulted current research and standards development work done on the national level by the National Council of Teachers of English and the International Reading Association and built upon the work presented in the *North Dakota Curriculum Frameworks: Volume I*, published in January, 1993.

New understandings emerged as the committee struggled over such issues as measurability, redundancy, and ambiguity. The constant dialogue was, at times, disarranged and plodding; finally, it was informing and confirming. The collaborative processes were time consuming and difficult but effective for identifying developmental levels of standards. ***THE WRITERS OF THIS DOCUMENT BELIEVE THAT THESE DRAFT ENGLISH LANGUAGE ARTS CONTENT STANDARDS WILL HELP PREPARE NORTH DAKOTA STUDENTS FOR NEW COMPLEXITIES OF WORK AND SOCIAL LIFE.***

Thus far, the impact of the project is best evidenced by the increased level of knowledge and understanding of standards for the English Language Arts in the committee itself. During the next two years, all people with a stake in improving the teaching and learning of the English Language Arts are invited to provide the Project Director with their assessments of the draft content standards. The invitation to comment on this draft document extends to the community, state leaders, public and non-public school administrators, professionals engaged in the preparation of elementary, middle school, and secondary teachers, and, in particular, all the classroom teachers of North Dakota.

The committee recognizes that the writing of standards is a continuous process. Thus, it can be said that this document will have a permanent "draft" status.

The North Dakota Language Arts Committee

Basic Assumptions

1. The standards that are identified represent literacy standards — the fundamental knowledge and skills that all educated, literate people should have and be able to use.

2. The standards are content standards identifying what students should know and be able to do in English Language Arts. They are, therefore, content specific.

3. The *North Dakota Curriculum Frameworks: Volume I* (1993) identifies as one of six graduation outcomes for students the **use of complex reasoning processes**. This 1994 standards and benchmarks document is guided by the assumption that complex reasoning standards, which permeate all disciplines, will be determined at the local level.

4. Benchmarks are identified for each standard and represent developmental levels at the 4th, 8th, and 12th grades.

5. The standards and benchmarks are followed by *examples* of specific knowledge and performance activities that support the standards and benchmarks. That is, these examples are meant to be representative illustrations to help teachers in their understanding of the standards and benchmarks.

6. Classroom implementation should reflect not only the content of standards and benchmarks but also the best instructional practices and research.

7. The standards and benchmarks are designated by numbers. This does not assume a scope or sequence, but rather the numbering is for ease in referencing this document.

Definitions

Standard
A description of what students should know and be able to do.

Literacy Standards
The fundamental knowledge and skills that all educated, literate people should have and be able to use.

Content Standard
A description of what students should know and be able to do within a particular discipline or content domain.

Benchmark
A translation of a standard into what the students should understand and be able to do at developmentally appropriate levels (grades 4, 8, and 12).

Performance Activity
An activity that allows students to demonstrate knowledge of the standard.

North Dakota English Language Arts Content Standards

Standard 1: The students gather and organize information effectively through reading, writing, listening, and speaking.

Standard 2: The students actively engage in the reading process.

Standard 3: The students comprehend literature.

Standard 4: The students actively engage in the writing process.

Standard 5: The students write for a variety of purposes and audiences using various forms.

Standard 6: The students understand and apply principles of language use.

Standard 1

The students gather and organize information effectively through reading, writing, listening, and speaking.

Benchmark 4

- 1.4.1 Understand the story elements
- 1.4.2 Understand main idea and supporting details
- 1.4.3 Use context clues to determine the meaning of words
- 1.4.4 Use simple organizational structures
- 1.4.5 Use simple reference tools
- 1.4.6 Use vocabulary knowledge to gather information
- 1.4.7 Understand verbal and non-verbal cues
- 1.4.8 Use speaking and listening to enhance comprehension
- 1.4.9 Understand that creating mental pictures helps increase understanding

Benchmark 8

- 1.8.1 Provide accurate summaries using story elements
- 1.8.2 Use context clues to determine meaning
- 1.8.3 Use a variety of organizational strategies
- 1.8.4 Use appropriate reference tools to support learning
- 1.8.5 Use new vocabulary from reading and listening

Benchmark 12

- 1.12.1 Analyze information in terms of clarity and relevance
- 1.12.2 Use complex structures to organize and analyze information
- 1.12.3 Use cross referencing while gathering information

Standard 1

The students gather and organize information effectively through reading, writing, listening, and speaking.

Benchmark 4

- **1.4.1 Understand the story elements**
- **1.4.2 Understand main idea and supporting details**
- **1.4.3 Use context clues to determine the meaning of words**
- **1.4.4 Use simple organizational structures**
- **1.4.5 Use simple reference tools**
- **1.4.6 Use vocabulary knowledge to gather information**
- **1.4.7 Understand verbal and non-verbal cues**
- **1.4.8 Use speaking and listening to enhance comprehension**
- **1.4.9 Understand that creating mental pictures helps increase understanding**

Examples of specific knowledge that support the standard and benchmarks

Character, setting, conflict, plot, theme

Main idea, supporting details

Root words, prefixes, suffixes, compound words, affixes, multiple meanings, key words, antonyms, synonyms, word families, syntax clues, semantic clues, context clues

Sequence patterns, lists, problem/solution patterns, story maps, introduction, body, beginning/middle/end, conclusions, story frames

Glossary, dictionary, globe, encyclopedia, thesaurus, atlas, magazine, card catalogue, table of contents, alphabetical order, guide words

Print direction, word recognition, print awareness

Body language, tone, volume, gestures, eye contact

Conversations, interviews, collaborative groups, taking turns

Poetic images, figurative language

Examples of performance activities that support the standard and benchmarks

ACTIVITY #1

Have students choose and dress as their favorite character from a book they have just read. Have them give an oral report that includes a description of the setting of the story, the basic plot involved and any themes they recognized while reading. When students have completed their oral reports, have them choose a partner and compare and contrast the setting, plot, and themes in their stories.

ACTIVITY #2

In preparation for a historical novel, have students use a variety of reference tools to research the history of that particular era. Using information gleaned from the various reference materials, have them create a time line depicting the main events. Have students present their time lines to a small group, explaining the various sources they used.

ACTIVITY #3

Have students identify individuals in the community who are involved in either publishing or writing and interview the selected persons using a list of predetermined questions. Have students report to the class the information they gleaned from their interviews, and, using that information, see if they can come to any conclusions about people involved in the publishing and writing business.

Standard 1

The students gather and organize information effectively through reading, writing, listening, and speaking.

Benchmark 8

- **1.8.1** **Provide accurate summaries using story elements**
- **1.8.2** **Use context clues to determine meaning**
- **1.8.3** **Use a variety of organizational strategies**
- **1.8.4** **Use appropriate reference tools to support learning**
- **1.8.5** **Use new vocabulary from reading and listening**

Examples of specific knowledge that support the standard and benchmarks

Summarizing, main character, supporting characters, mood, tone, internal/external conflict, foreshadowing, turning point, suspense, subplots, climax

Denotation, connotation, standard/non-standard English, inferential meaning, dialect, homophones, homographs

Cause/effect patterns, Venn Diagrams*, time lines, generalization patterns, outline forms, t-notes, paraphrasing, flash cards, study charts, flow charts, note-taking

Dictionaries, CD ROM's, graphic aids, laser discs, Reader's Guide, Dewey Decimal System

Word clusters, multiple meanings

Examples of performance activities that support the standard and benchmarks

ACTIVITY #1
In small groups, have students summarize a particular novel using the story elements as the basis of their summaries. Then have students compare and contrast the story elements of that novel with a movie version of the same, using a Venn Diagram to depict the similarities and differences.

ACTIVITY #2
Have students determine a topic on which they would like to write. Have them gather background knowledge using a variety of reference materials. As a class, record the various reference materials used and have students classify them according to specific criteria decided upon by the class. Record what students learned about reference materials as a result of their classifying.

ACTIVITY #3
Using a novel they are presently reading, have students identify three unfamiliar words they have encountered. Working with a partner, have them identify any phrases or words surrounding the unknown words that would give them a clue as to what the unknown words mean. Have them make guesses as to what the words mean and confirm or disconfirm their guesses through the use of a dictionary, glossary, thesaurus or expert. In small groups have students share which context clues were most useful in trying to figure out the meaning of the words and why they were most useful.

ACTIVITY #4
Model for students several graphic organizers that could be used for pre-writing, such as cause-effect patterns and generalization patterns. Have students select one and use it as they prepare to write a story. When they have completed their first draft, have them verbalize in small groups how their graphic organizer affected their writing.

*Venn Diagram — A graph that uses circles to represent relationships.

Standard 1

The students gather and organize information effectively through reading, writing, listening, and speaking.

Benchmark 12

1.12.1 Analyze information in terms of clarity and relevance

1.12.2 Use complex structures to organize and analyze information

1.12.3 Use cross referencing while gathering information

Examples of specific knowledge that support the standard and benchmarks

Clarity, relevance, thesis, and supporting material

Internal summaries, transitions, hierarchical relationships, precis, thesis statements, tree diagrams, cluster maps

Library reference materials, authoritative sources, surveys, triangulation of sources

Examples of performance activities that support the standard and benchmarks

ACTIVITY #1
Having completed reading a persuasive essay, have students organize the essay showing the hierarchical relationship of the arguments along with their support. Then have them select the two strongest arguments and orally counter-argue them. Have them share with the class the organizing structure they used for their counter arguments.

ACTIVITY #2
Have students convince their peers in an oral presentation that an authoritative source they wish to use for a research paper is an expert. Have students provide support for their position.

ACTIVITY #3
Have students prepare a research paper, keeping a record of the sources they are using. Have students create a graphic organizer to depict any cross referencing they have engaged in while preparing their paper that helps validate the information they are using. In small groups, have students share how cross referencing their sources affected their research paper.

Standard 2

The students actively engage in the reading process.

Benchmark 4

- 2.4.1 Use prior knowledge in comprehending text
- 2.4.2 Make and confirm simple predictions to increase understanding
- 2.4.3 Determine a specific purpose for reading
- 2.4.4 Seek help to understand information

Benchmark 8

- 2.8.1 Organize prior knowledge of a topic before reading
- 2.8.2 Make and confirm/disconfirm complex predictions to increase understanding
- 2.8.3 Independently set a purpose for reading
- 2.8.4 Generate questions while reading
- 2.8.5 Use strategies for clarification

Benchmark 12

- 2.12.1 Construct meaning while reading and adjust for understanding
- 2.12.2 Question text
- 2.12.3 Reflect on what has been learned from reading and recognize underlying meaning

Standard 2

The students actively engage in the reading process.

Benchmark 4

- **2.4.1 Use prior knowledge in comprehending text**
- **2.4.2 Make and confirm simple predictions to increase understanding**
- **2.4.3 Determine a specific purpose for reading**
- **2.4.4 Seek help to understand information**

Examples of specific knowledge that support the standard and benchmarks

Brainstorming, clustering, activating prior knowledge, semantic mapping, KWL

Predicting before reading, setting a purpose, previewing a text, skimming, selecting a book

Questioning before, during and after reading; then confirming, disconfirming

Conferencing, learning logs, self-monitoring, discussions, retelling, assisted reading, paired reading, collaborative learning

Examples of performance activities that support the standard and benchmarks

ACTIVITY #1
At the beginning of a language arts unit, construct a KWL chart with students. Have them identify what they already Know (K) about the particular topic of the unit and what they Would like (W) to know. Use this information to help make decisions as to what will be taught in the unit. At the conclusion of the unit, have students give responses as to what they have Learned (L). This may even lead to a discussion about questions they still have about the topic.

ACTIVITY #2
Before students read a book they have selected, have them share in small groups why they selected their book. Have them predict for their group what their story might be about and record their predictions. After reading their books, have students return to their small groups and determine the extent to which their stories actually matched their predictions. Have each small group report to the entire class as to how predicting helped them prepare for reading.

ACTIVITY #3
Have students select a partner and choose a book they can read out loud to each other. After they read several pages, have partners select a passage or part of the story that was somewhat confusing to them and see if they can clear up the confusion through a conversation with their partners. In their learning logs, have students complete the following sentence stem about their experience: *Having conversations about what I am reading helps me become a better reader because ….*

ACTIVITY #4
Select a book that would be appropriate to read aloud to students. Model for them how to peruse the book in order to get a sense of what the book is about. As a class, determine what questions students might have as a result of perusing the book. Record these questions on a chart and monitor whether or not the questions are answered as students read the book. Allow students to add any new questions to the chart that arise during the reading of the book.

Standard 2

The students actively engage in the reading process.

Benchmark 8

- **2.8.1 Organize prior knowledge of a topic before reading**
- **2.8.2 Make and confirm/disconfirm complex predictions to increase understanding**
- **2.8.3 Independently set a purpose for reading**
- **2.8.4 Generate questions while reading**
- **2.8.5 Use strategies for clarification**

Examples of specific knowledge that support the standard and benchmarks

Story maps, beginning/middle/end, brainstorming, story frames, graphic organizers, outline forms

Predicting, confirming, disconfirming

Reading strategies (e.g., SQRRR* method, reciprocal teaching, QAR**, using who, what, when, and where)

Paraphrasing, highlighting, debating

Reading rate, re-reading, reading on, abandoning, skimming, skipping

Examples of performance activities that support the standard and benchmarks

ACTIVITY #1
Before students read their mystery stories, have them peruse the book they have selected to get a sense of what their mystery might be about. Ask them to depict what they already know about mysteries through the use of a graphic organizer. As they read their mystery, have them revisit their graphic organizer several times and change or refine it to depict their changing knowledge. In small groups, have them share how prior knowledge aided them in their comprehension.

ACTIVITY #2
As students read a particular book, have them keep a journal of the questions that come to their minds before they begin reading, while they are reading, and after they have completed reading. Have them share with a partner how these questions made a difference in their reading.

ACTIVITY #3
In small groups, have students identify how they know if they are confused when they are reading. Have them create a poster which depicts strategies that they each use to help them clear up confusion while they are reading.

ACTIVITY #4
Have students select a partner and choose a book that they will read together. Encourage them to use a combination of methods for reading the book, such as reading aloud to each other and reading silently. Encourage them to monitor their comprehension along the way by taking turns summarizing what they each have read. Encourage them to have conversations as to which parts were confusing to them. As a class, discuss how summarizing affects their comprehension.

*SQRRR — Survey, Question, Read, Recite Review
**QAR — Question, Answer, Reflect

Standard 2

The students actively engage in the reading process.

Benchmark 12

2.12.1 Construct meaning while reading and adjust for understanding

2.12.2 Question text

2.12.3 Reflect on what has been learned from reading and recognize underlying meaning

Examples of specific knowledge that support the standard and benchmarks

Prior knowledge, reading strategies (e.g., KWL, QAR, SQRRR, reciprocal teaching)

Propaganda, poetic license, bias, fallacies, redundancy, triangulation of sources, evasion of issues, false analogies, misused evidence, ambiguity, manipulative language, jargon, cliches

Think aloud, learning journals, conversations, conferences

Examples of performance activities that support the standard and benchmarks

ACTIVITY #1

While reading a passage, have students consciously engage their senses of sight, sound, and smell to generate mental pictures while reading. Have them share in small groups how this affected their ability to make sense of the text. Over a period of time, have them continue to practice this, recording their thoughts and experiences in a journal.

ACTIVITY #2

Have students find examples of advertisements in newspapers or magazines which contain propaganda, faulty reasoning, misused evidence, or cliches. Using these examples, have students create a survey to gather information as to how other students view the information and the overall effect the information has on them as consumers. Have students write a letter to the editor of the magazine or newspaper either for or against the use of these elements in advertising and why the paper or magazine should or should not allow these advertising strategies. The letter should include evidence collected from the survey. Have students share their letters as well as the pre-writing strategies they used as they were involved in the writing process.

ACTIVITY #3

Have students construct a paper that identifies the underlying theme(s) in a soliloquy or famous speech from one of Shakespeare's works and tell how the theme(s) follow the same general pattern as a modern soliloquy or famous speech.

Standard 3

The students comprehend literature.

Benchmark 4

- 3.4.1 Make connections between personal experiences and specific incidents in a text
- 3.4.2 Make connections among works of literature
- 3.4.3 Understand the characteristics of various simple genres

Benchmark 8

- 3.8.1 Understand that events in literature parallel and often impact events in their lives
- 3.8.2 Use specific aspects of literature to better understand their own and/or others' thoughts and actions
- 3.8.3 Understand that a single text may elicit a wide variety of responses
- 3.8.4 Understand the characteristics of a wide variety of genres

Benchmark 12

- 3.12.1 Analyze the ways in which specific pieces of literature have been influenced by the culture and time period
- 3.12.2 Understand that the reader interacts with the text
- 3.12.3 Understand how genre characteristics affect a given text

Standard 3

The students comprehend literature.

Benchmark 4

- **3.4.1 Make connections between personal experiences and specific incidents in a text**
- **3.4.2 Make connections among works of literature**
- **3.4.3 Understand the characteristics of various simple genres**

Examples of specific knowledge that support the standard and benchmarks

Personal experience, prior knowledge, themes in literature

Caldecott and Newberry books, author studies, genre

Fiction, non-fiction, fantasy, fairy tales, poetry, plays, fables, folktales, rebus stories, wordless books, predictable books, counting books, animal stories

Examples of performance activities that support the standard and benchmarks

ACTIVITY #1
While reading a book, have students select passages from the book which remind them of or have a special relationship to something from their own lives. Have them draw pictures depicting these events and share them in a small group. Then, as a class, record student responses as to why they think that connecting personal experiences to what they are reading might be important in helping them become more effective readers.

ACTIVITY #2
Having read aloud a story to students, have them share with the class which part of the story reminded them of an experience they have had and how the story in the book was similar or dissimilar to their experience. Encourage students to have a conversation as to how they think authors get ideas for their stories.

ACTIVITY #3
Provide students with a variety of books written by the same author. Have them select one of the books to read. After the students have completed their reading, ask them to form groups of three (each of them having read a different book) and try to determine characteristics that might be similar in all of the books. Have them come to some conclusions about the author based on these similar characteristics. Record each group's conclusions on a chart.

ACTIVITY #4
Present students with an example of a tall tale, pointing out that tall tales all have similar characteristics. After discussing these characteristics, have students individually write a tall tale which contains the characteristics identified. In small groups, have them defend why their story would be considered a tall tale.

Standard 3

The students comprehend literature.

Benchmark 8

- **3.8.1** **Understand that events in literature parallel and often impact events in their lives**
- **3.8.2** **Use specific aspects of literature to better understand their own and/or others' thoughts and actions**
- **3.8.3** **Understand that a single text may elicit a wide variety of responses**
- **3.8.4** **Understand the characteristics of a wide variety of genres**

Examples of specific knowledge that support the standard and benchmarks

Repetition of patterns in literature and in life (e.g., coming of age, rites of passage, birth, spring)

Point of view, satire, irony, sarcasm, rising action, theme, resolution, plot, author's meaning, mood, tone

Diversity of response

Short stories, mysteries, poetry, drama, legends, biographies, autobiographies, historical fiction, science fiction, adventure myths, informational articles

Examples of performance activities that support the standard and benchmarks

ACTIVITY #1
Have students keep a double-entry diary while reading. Have them identify on the left side of the page passages within their reading that are meaningful to them. Have them respond on the right side of the page to the passages they identified as meaningful to them. Have them share their responses with a partner. As a class, discuss how relating the text to their own lives influences their understanding of what is happening in the story.

ACTIVITY #2
Have students compare and contrast one author's use of irony and sarcasm with another author's use. In small groups, have them share what they learned as a result of their comparisons.

ACTIVITY #3
As students read a selected text, have them keep journal entries that depict their responses to the text. Working with a partner, have them state their reactions to specific sections, explaining to the partner why they had that reaction. Then have the partner share his/her reaction to the same section. As a whole class, discuss why a single text might elicit a wide variety of responses.

ACTIVITY #4
After having read a science fiction story, have students, as a class, predict what they think the "jobs of the future" might be. Have them use information from their science fiction story to support their predictions.

Standard 3

The students comprehend literature.

Benchmark 12

- **3.12.1 Analyze the ways in which specific pieces of literature have been influenced by the culture and time period**
- **3.12.2 Understand that the reader interacts with the text**
- **3.12.3 Understand how genre characteristics affect a given text**

Examples of specific knowledge that support the standard and benchmarks

Classical through modern literature, early manuscripts, oral tradition, language evolution, etymology

Universal symbolic themes, the variety of human experience

Anecdotes, essays, poetry, screenplays, tragedies, speeches, folktales, satire, debate, monologue, blank verse, sonnets, improvisation, drama

Examples of performance activities that support the standard and benchmarks

ACTIVITY #1
Have students select a version (written or oral) of a legend from a specific culture. In an oral presentation, have them present how the legend was influenced by the life and culture of the people at that time and how, over time, those influences have changed.

ACTIVITY #2
Have students keep a journal while reading a specific text. The journal should include not only their acknowledgement of background knowledge and experience that they as readers bring to the text, but also an acknowledgement of their thoughts, feelings, and interactions with the text. Have them compare and contrast their experiences with a classmate.

ACTIVITY #3
Have students watch several examples of monologue presented from radio and/or television. From these examples, ask students to determine what characteristics need to be present for a monologue to have an overall positive effect on viewers. Using these characteristics, have students write and present personal monologues to their classmates. Allow students to discuss how the presence or absence of the characteristics either positively or negatively affected the presentation.

Standard 4

The students actively engage in the writing process.

Benchmark 4

- 4.4.1 Use knowledge and experience to write
- 4.4.2 Use planning to organize thoughts before writing
- 4.4.3 Understand that a composition may need additional information
- 4.4.4 Understand that editing helps improve comprehension

Benchmark 8

- 4.8.1 Identify a topic for a composition and determine its development
- 4.8.2 Understand that composing a piece may require drafts to reflect the author's purpose and thoughts
- 4.8.3 Use feedback to revise
- 4.8.4 Edit to improve comprehension

Benchmark 12

- 4.12.1 Plan, write, and revise a composition
- 4.12.2 Use standard conventions of grammar, punctuation, and spelling appropriate to the selected audience
- 4.12.3 Identify personal strengths and weaknesses in writing and seek feedback from others to improve writing

Standard 4

The students actively engage in the writing process.

Benchmark 4

- **4.4.1 Use knowledge and experience to write**
- **4.4.2 Use planning to organize thoughts before writing**
- **4.4.3 Understand that a composition may need additional information**
- **4.4.4 Understand that editing helps improve comprehension**

Examples of specific knowledge that support the standard and benchmarks

Personal experience, background knowledge, selecting a topic, interviewing, gathering information, observing, building background, interest inventory, journal writing

Brainstorming, webbing, listing, sequencing, dialogue, taking notes, outlining, graphic organizers

Reflecting, conferencing, peer revising, peer-editing, audience feedback

Expanding or combining sentences, connecting paragraphs, direct objects, action verbs, spelling rules (e.g., words with *ei* or *ie*, adding suffixes, irregular verbs, final *y* to *i*), capital letters, commas, periods, exclamation marks, apostrophes, quotation marks, proofreading marks, handwriting, spacing, alignments, paper and pencil position

Examples of performance activities that support the standard and benchmarks

ACTIVITY #1
Have students select a partner to discuss various experiences they have had in their lives which were memorable or interesting. Encourage the partners to also discuss hobbies they might have or interests outside of school. Have students keep a record of the topics they discussed and help them see that these may be events or stories about which they might like to write.

ACTIVITY #2
After demonstrating several proofreading marks, have students select a partner to peer edit a piece of writing. Have them work together to identify incorrect spellings or punctuation marks and which markings would be appropriate.

ACTIVITY #3
As students are involved in the writing process, model a pre-writing organizational tool such as webbing. Have students use the tool as they begin to plan for their new piece of writing and share in small groups and discuss how this helped them in their writing.

ACTIVITY #4
After students have completed a first draft of their writing, have them select a partner to read their draft. Allow the partner to ask any questions regarding the story to clarify what the story is about or to give any feedback as to what might make the story more effective. Using this information, have the author make any necessary changes to the draft. In small groups, have students discuss how peer revising affected their stories.

Standard 4

The students actively engage in the writing process.

Benchmark 8

- **4.8.1 Identify a topic for a composition and determine its development**
- **4.8.2 Understand that composing a piece may require drafts to reflect the author's purpose and thoughts**
- **4.8.3 Use feedback to revise**
- **4.8.4 Edit to improve comprehension**

Examples of specific knowledge that support the standard and benchmarks

Pre-writing strategies, structure and development of paragraphs, unity, clarity, balance, leads, dialogue, originality, vitality, voice, tone, tense

Conferencing, rough draft, final draft, post-writing, using checklists

Peer conferencing, audience feedback, revision techniques (e.g., sentence strips, writing on every other line, revision buddies)

Exact words, descriptive detail, elaboration, worn out words, phrases and clauses, misplaced modifiers, compound/complex sentences, inverted sentences, run-ons, hyphens, dashes, parentheses, spelling rules, computer spell checks

Examples of performance activities that support the standard and benchmarks

ACTIVITY #1
Have students select an experience about which they would like to write. As a pre-writing strategy, have them brainstorm their topics using a clustering or webbing technique.

ACTIVITY #2
During the revision stage of the writing process, have students underline overused or worn out words in their pieces of writing. Have them replace these words with ones that are more descriptive or meaningful. In small groups, have students discuss how this strategy might make their writing more interesting or meaningful.

ACTIVITY #3
Model for students an editing strategy using a piece of writing that is ready for editing. Cover the piece of writing with a sheet of paper. Move the paper down the story, exposing each line. Line by line, read each sentence backwards and forward to identify any errors in spelling. Have students use a dictionary or thesaurus for words about which they are unsure. Encourage students to use this strategy for editing their own stories.

Standard 4

The students actively engage in the writing process.

Benchmark 12

- **4.12.1 Plan, write, and revise a composition**
- **4.12.2 Use standard conventions of grammar, punctuation, and spelling appropriate to the selected audience**
- **4.12.3 Identify personal strengths and weaknesses in writing and seek feedback from others to improve writing**

Examples of specific knowledge that support the standard and benchmarks

Coherence, sensory details, pre-writing strategies, vivid language, unity, clarity

Fragments used with a purpose, run-on sentences, parallel structures, sentence reduction, elliptical clauses, coordinating conjunctions, transitional devices, clausal and phrasal patterns, semi-colons, colons to introduce lists, hyphens, ellipses, quotes within a quote, verb tense, alternative spellings, irregular spellings, proofreading

Self-monitoring, conferencing, holistic evaluation

Examples of performance activities that support the standard and benchmarks

ACTIVITY #1
Have students select an experience about which they would like to write, and have them write to the point of being ready to edit their pieces. Using a checklist, have them edit their work.Having completed their self-editing, students engage in a conversation with the teacher, noting strengths and weaknesses of the self-editing experience.

ACTIVITY #2
Have students document sources, anecdotes, statistics, and quotations in a research paper according to MLA guidelines.

ACTIVITY #3
As students submit their final draft of a piece they have written, have them prepare and attach a self-evaluation of their writing that includes new insights they had while writing, strategies that had a positive effect on their piece, and strengths of the final draft.

ACTIVITY #4
Have students compare a finished piece of writing from several months ago to a present piece of writing. Have them identify areas in which they have achieved growth, and have them establish goals for future writing experiences.

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Standard 5

The students write for a variety of purposes and audiences using various forms.

Benchmark 4

- 5.4.1 Understand they can write for different audiences
- 5.4.2 Understand that different purposes require different forms of writing
- 5.4.3 Understand characteristics of different forms of writing

Benchmark 8

- 5.8.1 Write for a wide audience
- 5.8.2 Initiate writing for various purposes
- 5.8.3 Understand that writing is a way of expressing and understanding one's self
- 5.8.4 Compose comprehensive and detailed examples of writing that contain the characteristics of the selected form

Benchmark 12

- 5.12.1 Write effectively for public audiences
- 5.12.2 Use specific techniques in writing in order to reflect purpose
- 5.12.3 Use a wide variety of complex writing forms

Standard 5

The students write for a variety of purposes and audiences using various forms.

Benchmark 4

- **5.4.1 Understand they can write for different audiences**
- **5.4.2 Understand that different purposes require different forms of writing**
- **5.4.3 Understand characteristics of different forms of writing**

Examples of specific knowledge that support the standard and benchmarks

Audience (e.g., self, classmates, parents, school, family members)

Using writing to inform, demonstrate, describe, entertain, persuade, personal/creative/narrative/expository, technical writing, free writing, journal writing

Fairy tales, poetry, fables, plays, folktales, predictable stories, wordless books, fantasy

Examples of performance activities that support the standard and benchmarks

ACTIVITY #1
Have students interview someone about his/her favorite foods, activities, and experiences. Allow students to individually select the manner in which they would publish or make public this information. After students have decided who their audience will be, create a graphic organizer which displays the variety of audiences used. Have the students discuss ways in which they each will adapt their materials to the audience they have selected.

ACTIVITY #2
Provide students with a variety of forms of writing and have them classify the forms according to the author's purpose. Have them share in small groups what they learned as a result of their classifying.

ACTIVITY #3
Have students create wordless books in which the pictures tell the story. Have each student select a partner to see if he/she can tell the story based on the pictures. Then have the author tell the original version. Ask students to state how the versions were similar and different.

Standard 5

The students write for a variety of purposes and audiences using various forms.

Benchmark 8

- **5.8.1 Write for a wide audience**
- **5.8.2 Initiate writing for various purposes**
- **5.8.3 Understand that writing is a way of expressing and understanding one's self**
- **5.8.4 Compose comprehensive and detailed examples of writing that contain the characteristics of the selected form**

Examples of specific knowledge that support the standard and benchmarks

Audience (e.g., self, classmates, family, neighborhood, town/city)

Friendly letters, business letters, reports, jokes, riddles, news articles, scripts, interviews, historical fiction, autobiographies, plays, puppet shows, invitations, diaries, charts, agenda, biographies, songs

Self expression, journal writing, free writing

Creative, expository, narrative, technical writing

Examples of performance activities that support the standard and benchmarks

ACTIVITY #1
Provide students with a variety of written materials prepared for different audiences (e.g., a thank you note, a newspaper editorial, a letter requesting a copy of a birth certificate, etc.). Have them determine who the audience might be for each piece of writing and how the audience affected the language and structure.

ACTIVITY #2
Have students record in a journal their personal thoughts and feelings regarding their growth as a writer. Over a period of several months, have them reflect on their growth and understanding of writing as a tool for learning.

ACTIVITY #3
Have students interview someone about his/her development and life experiences. Using that information, have students write a biography of that person's life. The biography should contain all of the characteristics of the genre and should be submitted ready for publication.

ACTIVITY #4
Have students write a letter of application to a real business, identifying a position for which the student would like to apply. Have them include any information that would be beneficial for the employer in determining the skills of the person applying. Working in pairs, have students revise and edit their letters and submit a final copy.

Standard 5

The students write for a variety of purposes and audiences using various forms.

Benchmark 12

- **5.12.1 Write effectively for public audiences**
- **5.12.2 Use specific techniques in writing in order to reflect purpose**
- **5.12.3 Use a wide variety of complex writing forms**

Examples of specific knowledge that support the standard and benchmarks

Audience (e.g., self, school, family, town/city/state/nation)

Purpose (e.g., entertain, inform, persuade), startling facts, relating anecdotes, drawing analogies, beginning with descriptions, using quotations, development of text, using introductions and conclusions

Journals, personal letters, resumes, scholarship letters, biographies, short stories, essays, directions, autobiographical sketches, one-act plays, poetry, editorials, advertisements, critical reviews, letters of inquiry or complaint, timelines, prefaces

Examples of performance activities that support the standard and benchmark

ACTIVITY #1
Have students research a specific consumer product, prepare, and present three different advertisements for the product. Each of these advertisements should be geared for a different audience. For presenting the advertisements, have students explain who the audience will be for each advertisement and the adjustments they made as a result of the audience selected.

ACTIVITY #2
Have students prepare a college application form, including items such as personal essays, application forms, scholarship applications, etc. Then have students complete an application for a position at a local business. Have them compare and contrast the two experiences.

ACTIVITY #3
Have students select a piece of their writing in order to analyze various techniques they have used to capture the attention of the reader. Have them share their writing in small groups to determine other techniques that might be used to make their writing more meaningful or engaging for the reader. Encourage students to revise as a result of their discussions.

ACTIVITY #4
Have students select three major consumer products to analyze how they compare with respect to cost, product warranties, and directions for use. Have them prepare and submit to the local paper an editorial letter regarding their findings.

Standard 6

The students understand and apply principles of language use.

Benchmark 4

- 6.4.1 Understand the characteristic sounds and rhythms of language
- 6.4.2 Use language for a variety of purposes
- 6.4.3 Understand basic phonological patterns in English
- 6.4.4 Understand simple figurative language
- 6.4.5 Identify specific ways in which language varies across situations

Benchmark 8

- 6.8.1 Use a variety of types of figurative language
- 6.8.2 Understand that language, both written and spoken, reflects a point of view
- 6.8.3 Understand conventions of English grammar
- 6.8.4 Understand cultural differences in language

Benchmark 12

- 6.12.1 Analyze figurative, idiomatic, and symbolic language
- 6.12.2 Use grammar and conventions of English to convey a specific message
- 6.12.3 Understand that language reflects cultural perspectives

Standard 6

The students understand and apply principles of language use.

Benchmark 4

- **6.4.1 Understand the characteristic sounds and rhythms of language**
- **6.4.2 Use language for a variety of purposes**
- **6.4.3 Understand basic phonological patterns in English**
- **6.4.4 Understand simple figurative language**
- **6.4.5 Identify specific ways in which language varies across situations**

Examples of specific knowledge that support the standard and benchmarks

Rhythm, rhyme, word order, patterns, alliteration

Purpose (e.g., inform, persuade, entertain, question)

Phonics, initial consonants, letter-sound relationships, final consonants, consonant blends, vowels

Similes, metaphors, idioms

Acting, interviewing, dramatizing, choral reading, role playing, questioning, show and tell, impromptu speeches

Examples of performance activities that support standard and benchmarks

ACTIVITY #1
Have students create a patterned story or repetitive poem and share it with their classmates. As a class, discuss how the pattern or repetition helped predict what might come next in the story or poem.

ACTIVITY #2
Have students select one situation in which language is used, and ask them to imagine what the situation would be like if language could not be used. Have them compare or contrast the two experiences.

ACTIVITY #3
Have students complete a class book depicting the literal meanings of idioms. Have them share in small groups how this knowledge of idioms might affect them as a reader or writer.

ACTIVITY #4
As a class, compose a poem and share it with other classes as a choral reading.

Standard 6

The students understand and apply principles of language use.

Benchmark 8

- **6.8.1 Use a variety of types of figurative language**
- **6.8.2 Understand that language, both written and spoken, reflects a point of view**
- **6.8.3 Understand conventions of English grammar**
- **6.8.4 Understand cultural differences in language**

Examples of specific knowledge that support the standard and benchmarks

Analogies, personification, hyperbole, alliteration

Points of view

Subject/verb agreement, pronoun usage, modifiers, sentence structure, subjects, predicates, tense

Slang, language diversity, cultural effects on language

Examples of performance activities that support the standard and benchmarks

ACTIVITY #1
Using a piece of ongoing work, have students determine how the use of figurative language might improve their piece. Encourage them to work in pairs to determine where figurative language is or might be most effective and revise as necessary.

ACTIVITY #2
Have students brainstorm ways in which a story would change if it was written from another point of view (e.g., *Where the Red Fern Grows* from the grandfather's point of view). Have them orally share how their opinions or thoughts may have changed as a result of writing from another point of view.

ACTIVITY #3
Have students write an essay in which they compare an experience from their culture with a similar experience from another culture. Working with a partner, have them edit for correct grammar and spelling and submit their final draft. In small groups, have students share how vocabulary differed from one cultural experience to the other.

ACTIVITY #4
Have students write a dialogue that might occur between two persons using the jargon of a sports team. Then have students write the same conversation using the jargon of a completely different group (e.g., using banker's jargon or educational jargon). Have students share their various dialogues with the class.

Standard 6

The students understand and apply principles of language use.

Benchmark 12

- **6.12.1 Analyze figurative, idiomatic, and symbolic language**
- **6.12.2 Use grammar and conventions of English to convey a specific message**
- **6.12.3 Understand that language reflects cultural perspectives**

Examples of specific knowledge that support the standard and benchmarks

Sensory impressions, analogies, assonance/consonance, personification, allusion, indigenous vocabulary, hyperbole, illustrative contents, satire, paradox, irony, allusion, parody, symbolism, allegory

Fragments, parallel structures, misplaced modifiers, subordinating conjunctions, interjections

Colloquialisms, cultural differences, regional and ethnic dialects

Examples of performance activities that support the standard and benchmarks

ACTIVITY #1
Have students select two or more poems that include a variety of figurative language. Have them compare the poems, identifying similarities in the use of figurative language. Then have them in small groups defend how the language is similar or different.

ACTIVITY #2
Using examples of modern rap music, have students record the lyrics in order to study the grammar and conventions used. Then have them recreate the message of the lyrics using standard grammatical structure. Have the students present to the class how changing grammar may or may not have an effect on the message.

ACTIVITY #3
Have students study the language techniques and patterns used by several authority figures from a variety of cultures (e.g., Chief Joseph, Martin Luther King, Sojourner Truth, Elie Wiesel). Have them create a presentation that depicts cultural aspects of the techniques and patterns, colloquialisms, variations in dialect, and/or vocabulary specific to a culture.

Summary of Standards and Benchmarks

Standard 1: The students gather and organize information effectively through reading, writing, listening, and speaking.

Benchmark 4

- 1.4.1 Understand the story elements
- 1.4.2 Understand main idea and supporting details
- 1.4.3 Use context clues to determine the meaning of words
- 1.4.4 Use simple organizational structures
- 1.4.5 Use simple reference tools
- 1.4.6 Use vocabulary knowledge to gather information
- 1.4.7 Understand verbal and non-verbal cues
- 1.4.8 Use speaking and listening to enhance comprehension
- 1.4.9 Understand that creating mental pictures helps increase understanding

Benchmark 8

- 1.8.1 Provide accurate summaries using story elements
- 1.8.2 Use context clues to determine meaning
- 1.8.3 Use a variety of organizational strategies
- 1.8.4 Use appropriate reference tools to support learning
- 1.8.5 Use new vocabulary from reading and listening

Benchmark 12

- 1.12.1 Analyze information in terms of clarity and relevance
- 1.12.2 Use complex structures to organize and analyze information
- 1.12.3 Use cross referencing while gathering information

Standard 2: The students actively engage in the reading process.

Benchmark 4

- 2.4.1 Use prior knowledge in comprehending text
- 2.4.2 Make and confirm simple predictions to increase understanding
- 2.4.3 Determine a specific purpose for reading
- 2.4.4 Seek help to understand information

Benchmark 8

- 2.8.1 Organize prior knowledge of a topic before reading
- 2.8.2 Make and confirm/disconfirm complex predictions to increase understanding
- 2.8.3 Independently set a purpose for reading
- 2.8.4 Generate questions while reading
- 2.8.5 Use strategies for clarification

Benchmark 12

- 2.12.1 Construct meaning while reading and adjust for understanding
- 2.12.2 Question text
- 2.12.3 Reflect on what has been learned from reading and recognize underlying meaning

Standard 3: The students comprehend literature.

Benchmark 4

- 3.4.1 Make connections between personal experiences and specific incidents in a text
- 3.4.2 Make connections among works of literature
- 3.4.3 Understand the characteristics of various simple genres

Benchmark 8

- 3.8.1 Understand that events in literature parallel and often impact events in their lives
- 3.8.2 Use specific aspects of literature to better understand their own and/or others' thoughts and actions
- 3.8.3 Understand that a single text may elicit a wide variety of responses
- 3.8.4 Understand the characteristics of a wide variety of genres

Benchmark 12

- 3.12.1 Analyze the ways in which specific pieces of literature have been influenced by the culture and time period
- 3.12.2 Understand that the reader interacts with the text
- 3.12.3 Understand how genre characteristics affect a given text

Standard 4: The students actively engage in the writing process.

Benchmark 4

- 4.4.1 Use knowledge and experience to write
- 4.4.2 Use planning to organize thoughts before writing
- 4.4.3 Understand that a composition may need additional information
- 4.4.4 Understand that editing helps improve comprehension

Benchmark 8

- 4.8.1 Identify a topic for a composition and determine its development
- 4.8.2 Understand that composing a piece may require drafts to reflect the author's purpose and thoughts
- 4.8.3 Use feedback to revise
- 4.8.4 Edit to improve comprehension

Benchmark 12

- 4.12.1 Plan, write and revise a composition
- 4.12.2 Use standard conventions of grammar, punctuation and spelling appropriate to the selected audience
- 4.12.3 Identify personal strengths and weaknesses in writing and seek feedback from others to improve writing

Standard 5: The students write for a variety of purposes and audiences using various forms.

Benchmark 4

- 5.4.1 Understand they can write for different audiences
- 5.4.2 Understand that different purposes require different forms of writing
- 5.4.3 Understand characteristics of different forms of writing

Benchmark 8

- 5.8.1 Write for a wide audience
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- 5.8.3 Understand that writing is a way of expressing and understanding one's self
- 5.8.4 Compose comprehensive and detailed examples of writing that contain the characteristics of the selected form

Benchmark 12

- 5.12.1 Write effectively for public audiences
- 5.12.2 Use specific techniques in writing in order to reflect purpose
- 5.12.3 Use a wide variety of complex writing forms

Standard 6: The students understand and apply principles of language use.

Benchmark 4

- 6.4.1 Understand the characteristic sounds and rhythms of language
- 6.4.2 Use language for a variety of purposes
- 6.4.3 Understand basic phonological patterns in English
- 6.4.4 Understand simple figurative language
- 6.4.5 Identify specific ways in which language varies across situations

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- 6.8.2 Understand that language, both written and spoken, reflects a point of view
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- 6.8.4 Understand cultural differences in language

Benchmark 12

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- 6.12.2 Use grammar and conventions of English to convey a specific message
- 6.12.3 Understand that language reflects cultural perspectives

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History of the North Dakota English Language Arts Project

Preliminary Work

January-February, 1993

The Department of Public Instruction staff begins gathering information for a grant application to the U.S. Department of Education for the purpose of writing State English Language Curriculum Frameworks.

The Department of Public Instruction confirms as a consultant to the project the Mid-continent Regional Educational Laboratory (McREL), Aurora, Colorado.

Letters of support are secured from professional organizations, the Governor's Office, and a collaborative partner from the North Dakota University System: Minot State University.

March-August, 1993

Upon notice of the grant award at the end of May 1993, the Project Director negotiates and secures commitments from elementary, middle, and secondary English language arts leaders to write curriculum frameworks.

The curriculum framework writing committee of 27 teachers is impaneled by late summer.

First Curriculum Framework Meeting

October 19-20, 1993, Bismarck, ND

The framework writers clarify definitions of standards, benchmarks, and content knowledge and review the established content standards and benchmarks in the *North Dakota Curriculum Frameworks: Volume I.*

In reviewing all the standards and benchmarks, the writers realize that many standards are repeated from grade level to grade level and that the benchmarks do not represent developmental levels. Many of the benchmarks are also not measurable and are subjective in nature. The decision to revise the January 1993 *English Language Arts Frameworks : Volume I* is made. Next, the writers determine which benchmarks could be considered K-12 and which are grade specific.

The writers select, through group consensus (80%), a new set of standards for consideration. The writers seek standards that are measurable and eliminate standards that included complex reasoning standards because these standards are covered under the graduation outcomes (see Appendix A). At the end of the session, the writers reduce the original standards from 114 to 20.

The writers are assigned the task of writing draft benchmarks for the 20 standards. This work is sent to McREL for collation on December 1, 1993.

Second Curriculum Framework Meeting

January 20-21, 1994, Bismarck, ND

The writers report the difficulty of "thinking" in benchmarks terms and the difficulty of working alone in writing benchmarks.

Given the extensive overlap of benchmarks, the McREL consultants offer a process for collapsing the benchmarks.

The writing panel accepts the draft of the collapsed benchmarks document and the revision process begins.

The writers revise the standards, collapsing some standards into other standards, resulting in six new standards for the English Language Arts.

The panel then revises the benchmarks to support each of the six standards and discusses examples of specific content knowledge and performance activities that will support the standards.

Individual writers take home assignments to write content and activity examples. This work is sent to McREL consultants for collation on February 28, 1994.

Third Curriculum Framework Meeting

April 21-22, 1994, Mandan, ND

The McREL consultants review both the content knowledge and performance activities examples sent by the writers and review the options for collapsing redundancies.

The writers agree on a final version of the standards, benchmarks, examples of content knowledge, and performance activities.

The writers also agree that the final document will need additional pages explaining the purpose of the document and its history, assumptions and recommendation statements, and a statement on how the document might be used.

The last homework assignment is the individual responsibility of editing the document and sending edits to McREL for processing on May 30, 1994.

Seven Ways in Which the Document Might Be Used

1. As a resource for State conversation about improving student achievement in the English language arts.
2. As a point of reference to facilitate a better understanding of language arts in schools, in districts, and in communities.
3. As a reference tool and catalyst in helping classroom teachers make decisions with respect to content and unit planning for the language arts, as well as for other content areas in constructing interdisciplinary units.
4. As a self-evaluation for classroom activities. Teachers can use the standards and benchmarks to determine if the activities their students are involved in are requiring students to demonstrate important content knowledge in the language arts.
5. As a consistent framework from which school district committees can generate discussions about what is important English language arts content for their students.
6. As an informational source for universities and colleges designing teacher-preparation programs and classes.
7. As a means to revitalize the teaching of the English language arts.

Recommendations for Other Committees Undertaking the Writing of Standards and Benchmarks

- Keep the process student centered.
- Maintain a sense of humor.
- Be open minded.
- Be patient.
- Organize the establishment of standards and benchmarks at the district level.
- Involve a wide variety of working classroom teachers across grade levels from urban/rural schools as well as administrators and other stakeholders.
- Provide ample time for dialogue and inservice.
- Use professional consultants to facilitate the process and provide information about current research and knowledge about standards and the assessment of standards.
- Keep in mind that the process will be long, turgid, and time consuming and that frustration is a natural part of the process.
- Adapt and adjust. Continue to look at the document as a draft.
- Allow committees to work at and across grade levels.

Appendix A

Council on Performance Standards and Assessment
Report on Assumptions

September 1, 1992

The 1991 Legislative Assembly directed the State Superintendent of Public Instruction in Senate Bill 2590, now codified in the **North Dakota Century Code as Sections 15-21-04.6 and 15-29-08.3**, to prepare for the development of student performance standards, assessments, and participatory school decision making.

To respond to the requirements of SB 2590, State Superintendent Dr. Wayne G. Sanstead constituted the Council on Student Performance Standards and Assessment, an ad hoc committee with wide representation from the education community, to conduct research and other activities preparing for the development of student performance standards, an assessment program, and participatory school decision-making guidelines.

To meet the current and future needs of our students, the Department of Public Instruction adopted the following **graduation outcomes** recommended by the Council on Performance Standards and Assessment.

Each student will have the ability to

1. apply concepts, generalizations, processes, and strategies considered important to specific content areas;
2. use complex reasoning processes;
3. work in a cooperative/collaborative manner;
4. be self-directed in a variety of situations;
5. communicate through a variety of products; and
6. gather information in a variety of ways.

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